DOCUMENT RESUME

ED 335 848 EC 300 590

AUTHOR Wentzel, Carol; And Others
TITLE Starting Off at College Right. Project STAR. Model Instruction, Retention, Transition, and Preparation Practices for Use by Instructional Programs and Departments of Disabled Student Programs and Services with 1-50 Hearing Impaired Students.
INSTITUTION Cypress Coll., Calif.
SPONS AGENCY California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE 3 Apr 89
CONTRACT CCC-89-0015
NOTE 59p.
PUB TYPE Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Academic Persistence; College Preparation; College Programs; College Students; Community Colleges; *Deafness; Demonstration Programs; Faculty Development; *Hearing Impairments; *High Risk Students; *Intervention; Student Evaluation; *Student Personnel Services; Teaching Methods; Transitional Programs; Tutoring; Two Year Colleges

ABSTRACT

Project STAR was designed to demonstrate model instruction, retention, transition, and preparation practices for use with hearing-impaired community college students. The project consisted of a detailed student assessment, an extensive faculty inservice training component, and extensive instructional and counseling support for project students. The project identified nine students as at risk and in need of retention-intervention activities. Subjects received two semesters of counseling and support services, including biweekly meetings with a counselor, weekly peer support group meetings, interpreter and notetaker services in each course, individual or group tutoring, transition workshops, and progress reports. Results suggest that, with various academic and counseling supports, deaf college students can be retained and pass courses at rates similar to their hearing peers with similar abilities. The report describes specific problems addressed, outlines goals and objectives, provides project evaluation data and the survey instrument, and includes a bibliography of approximately 65 references. (JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Grant No.: 89-0015

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED335848

Starting Off At College Right

Project STAR

Model instruction, retention, transition, and preparation practices for use by instructional programs and departments of Disabled Student Programs and Services with 1-50 hearing impaired students.

Carol Wentzel

Robert Nadell

Kaylene Hallberg

April 3, 1989
Cypress College
9200 Valley View
Cypress, California 90630

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

T Smith

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC 300 590

BEST COPY AVAILABLE

The Chancellor's Office, Grant No.: 89-0015
California Community Colleges
and
North Orange County Community College District

FINAL REPORT

1. Provide a brief discription of the project and the activities which were actually carried out to bring the project to completion. If the project had to be adjusted due to reduction of funds or other facts, describe the project in its adjusted form and not as originally described in your application for funding. Also specify when the project actually began and when it was actually completed.

Nine community college students with severe to profound bilateral sensory neural hearing loss were identified as at risk and in need of retention-intervention activities by one of several criteria. Students received two semesters of counselling, instructional, and support service based +intervention. Results in terms of improved ability on a project designed test of knowledge about college, retention in school, and course completion pass rate was obtained. Results suggest that with various academic and counselling supports deaf college students can be retained and pass courses at rates similar to their hearing peers with similar skills and a abilities.

Subjects were nine community college students with severe-profound bilateral sensory neural hearing loss. Students in project were identified in four categories for inclusion in the project. Four students had a low Grade Point Average [<2.0] in the previous semester. Two had excessive withdrawals [more than half the units attempted in the previous semester]. Two were first semester college attenders and one student was self referred [requested to be in project Star]. Students ranged in ages from 19 to 45. Excluding the midlife adult student [age 45] mean age for the project was 24 years. Four females and five males participated in the project.

Students were enrolled in an average of 10 units. All courses were regular community college classes without specialized curriculum. Three students were enrolled in remedial college English. All other course met requirements for an Associate of Arts or Associate of Science degree and/or transfer to a university. All students in the project used support personnel in the classroom and had insignificant use of residual hearing to facilitate everyday conversation with out speech reading or sign language prompts. Three students in the project utilized oral interpreters, six American Sign Language and/or Signed English interpreters.

The Chancellor's Office, Grant No.: 89-0015
California Community Colleges
and
North Orange County Community College District

FINAL REPORT

Students were given a project designed communication questionnaire to determine early childhood, elementary and secondary education background, graduation from high school, communication method preferred and self evaluation of current English reading and writing skills. All students were given a standardized college placement test. This test is not normed for deaf students and was used only to approximate students level of functioning. Students were given a project designed pretest of college awareness-survival skills. Individual Education Plans and Individual Education Contracts were developed by student, counselor for the deaf and peer counselor.

Students were enrolled in classes with the following supports for the first semester:
1. Bi weekly meeting with a counselor or peer counselor.
2. Weekly peer support group meetings conducted by a peer counselor.
3. A qualified sign language or oral interpreter in each course enrolled.
4. A qualified notetaker in each course enrolled.
5. One to three hours of individual or group tutoring per week for each course enrolled with a qualified tutor using their preferred mode of communication [Preference was given to utilizing deaf tutors, secondarily hearing tutors who could sign and lastly hearing tutors with an interpreter. Deaf tutors and hearing tutors who could use sign language were able to be used by all but one student whose need for higher level mathematics tutoring necessitated using a hearing tutor with interpreter.]
6. 40 hours of transition workshops covering college readiness topics.
7. Classroom instructors were made aware of students hearing loss and information in written form was provided prior to the semesters beginning.
8. Follow up progress reports were sent to instructors bi-weekly to determine students progress in course.
9. Upon request student was provided drop-in counselling and tutoring.
10. Students attended a self-monitored study hall ten hours per week on campus.
11. If student began to experience academic insufficiency or attendance problems a meeting or phone call was scheduled to intervene and provide additional assistance.

The Chancellor's Office, Grant No.: 89-0015
California Community Colleges
and
North Orange County Community College District

FINAL REPORT

Students were enrolled in classes with the following supports for the second semester:
1. Two meetings with a counselor or peer counselor during the semester.
2. Monthly peer support group meetings conducted by a peer counselor.
3. A qualified sign language or oral interpreter in each course enrolled.
4. A qualified notetaker in each course enrolled.
5. Upon request one to three hours of individual or group tutoring per week for each course enrolled with a qualified tutor using their preferred mode of communication
6. Classroom instructors were made aware of students hearing loss and information in written form was provided prior to the semesters beginning.
7. Follow up progress reports were sent to instructors bi-weekly to determine students progress in course.
8. Upon request student was provided drop-in counselling and tutoring.
9. Students attended a self-monitored study hall five hours per week on campus.
10. If student began to experience academic insufficiency or attendance problems a meeting or phone call was scheduled to intervene and provide additional assistance.

Students were given a posttest at the end of the first semester. Grades were tabulated for both semesters. Evaluations were given to all project participants.

Pretest - Posttest items were included based on general knowledge needed by deaf students to negotiate the community college environment and on other research in the area of student services, retention, and matriculation. Tests were not validated or normed and further research should consider this when utilizing results from this project.

The Project provided six faculty members with 16 hours of inservice training which focused on teaching them strategies for coping with, and successfully providing instruction to, deaf and hard of hearing students. The was on focus demonstrating ways that faculty can modify their teaching style to include Deaf and Hearing Impaired students through using more visual, tactile, and colorful presentation.

Project began according to contract agreement September 1, 1989 and concluded August 31, 1990.

PROPOSAL ABSTRACT SHEET

Grant No.: 89-0015

Hearing impaired students provide a unique instructional challenge to community colleges. These students frequently have borderline academic or vocational abilities and seem to be unable to achieve at the level of their hearing peers with similar skills and abilities. The etiology of these outcomes is multifarious. This project will directly intervene on several of the instructional factors which seem to be causal in low retention and success of hearing impaired students.

Project STAR is a two phase program which demonstrates model instruction, retention, transition, and preparation practices for use with hearing impaired community college students. The approach used by the project is based on current research in the area of instruction with deaf and hearing impaired students. Phase I consists of a detailed student assessment and an extensive faculty inservice training component with 40 hours of transition workshops for project students. Phase I begins at the onset of the Fall semester. In addition to faculty training this phase includes extensive instructional and counseling support to project students thereby easing the transition process. Phase II begins in the Spring semester. Project students receive supports similar to those available in Phase III but on an as needed basis.

3. The population to be served:

A. Underrepresented students.

B. Underprepared students.

C. Self referred hearing impaired students (hearing impaired as defined by Title V).

D. First semester hearing impaired students.

E. Hearing impaired students with a history of academic insufficiency.

F. Instructors

PROJECT STAR

	TOTAL #	M	F	TOTAL UNITS
FALL 1989	9	5	4	81.5
SPRING 1990	15	10	5	142.0

2. The specific problems being addressed by the project:

A. Hearing impaired students have difficulty learning with traditional instruction.

B. Hearing impaired students have a very low retention rate.

C. Hearing impaired students are poorly matriculated into the community college setting.

D. There is a lack of cultural sensitivity to hearing impaired students in the community college environment.

E. Hearing impaired students have poor survival skills, and independent living skills.

F. Hearing impaired students have difficulty making the transition from a highly structured secondary program to a relatively unstructured community college program.

G. Hearing impaired students are underrepresented in the community college setting.

H. Hearing impaired students are not succeeding with traditional support services i.e. interpreters, traditional instruction, and traditional counseling.

I. Instructors do not know how to utilize support personnel provided by disabled students programs.

J. Instructors do not know how to modify their instructional practices to facilitate hearing impaired students learning and fully participating in their courses.

K. Hearing impaired students do not know how to network with students, faculty, and support personnel to meet their educational needs.

L. Hearing impaired students have faulty expectations about post-secondary education.

M. Hearing impaired students do not know how to utilize support services provided to them.

C. PROPOSAL NARRATIVE

Hearing impaired students provide a unique instructional challenge to community colleges. These students frequently have borderline academic or vocational abilities and seem to be unable to achieve at the level of their hearing peers with similar skills and abilities (Mindel & Vernon, 1971, Commission on Education of the Deaf, 1987). The etiology of these outcomes is multifarious (Areson & Decaro, 1981). This project will directly intervene on several of the instructional factors which seem to be causal in low retention and success of hearing impaired students.

This project's unique focus provides hearing impaired students with a structured program which runs parallel to enrollment in a mainstreamed instructional setting (Brittingham & Mayer, 1987). This is especially valuable in that most community colleges in California, 70% according to the 1986 survey conducted by the California Association of Post Secondary Educators of the Disabled, do not have access to a self contained instructional program (Brittingham & Mayer, 1987). This survey also reports the average population of hearing impaired students enrolled in programs to be 23. Consequently, the importance of this project's outcomes for application to most community college instructional programs makes it exemplary.

Although the cost of implementing the methods used in this project are not small, most community colleges utilizing existing instructors and staff could afford to apply the program. (DiLorenzo, 1986; DeCaro, Karchmer & Rawlings, 1987). Many colleges have specialized instructional activities, however most hearing impaired students drop out before they become connected to these systems (Hanner, et al, 1971). This project provides the hearing impaired student extra academic support thus easing the transition to a community college program prior to the establishment of a failure experience. This program would identify the student as high risk from their first semester of college, in a manner similar to programs for other minority students (Wasilewski, Mitchell, & Martin, 1980).

This project will focus on the factors listed below:

1. The need for students to have modified instructional experiences either generated by the students themselves or by faculty (Buchkoski, 1981);

2. The need for faculty to become sensitive to the educational, instructional, social, and cultural needs of the hearing impaired community college student (Watson, 1977; Dowaliby & Pagano, 1981; Hirsch, 1986);

BEST COPY AVAILABLE

3. The need for students to have an extended transition period between high school and college (Buchkoski, 1981).

4. The need for students to successfully matriculate into the community college setting through involvement in a highly structured (as compared to their hearing peers) program which is gradually phased out (Falberg, 1981;ACR 3, 1986; Stinson, Saur & Panara, 1982);

5. The need for students to have realistic expectations about the differences between college and high school (Areson & Decaro, 1981; Hanner, et al, 1971; Stinson, Saur & Panara, 1982);

6. The need for students to establish a relationship with a faculty member, student, counselor, peer advisor, administrator, or other staff member at the institution they are attending. (Cohen, 1987; Hawkins, 1981; Humphries, 1983);

The first factor is based on the different or modified instructional needs of hearing impaired students. Upon graduation from high school, community college students generally have varying levels of linguistic competence (Falberg, 1983). Reading grade levels tend to hover between the 3rd-6th grades (Buchkoski, 1981; Commission on the Education of the Deaf, 1988). These levels however, do not always indicate the student's demonstrated ability to manipulate language for the purpose of processing information (Falberg, 1981; Lane, 1984: Zieziula, 1982).

The second factor is based on the premise that if students are presented information in ways which accommodate their linguistic ability they will succeed (Hanner, et al, 1971; Osguthorpe, 1980). These accommodations can be as simple as, teaching students how to record a concept in a way by which it can be more readily retained (drawing a picture representation versus written words for a concept), to complicated instructional changes involving interactive writing/signing using a video tape camera and monitor. It is unreasonable to expect instructional staff to generate major modifications in addition to their regular duties. Therefore this projects thrust will be two fold. First, to demonstrate to instructors minor modifications to their teaching strategies which will greatly impact student learning without requiring large amounts of additional time involved. Second, to show students how to actively participate in their own education by modifying materials, utilizing resources, peer networks, and support staff to their learning experience.

Third, the project proposes repeated exposure to the different level of expectations, through a variety of media (demonstration, tutoring, and advising), over an extended period of time (6 months) will allow hearing impaired students to modify their expectations (Dowaliby & Pagano,

1981; Athey, 1980). These modifications will decrease the level of "expectation shock" experienced by the hearing impaired student and allow time for her/him to develop alternative methods of coping with the stresses of transition (Areson & Decaro, 1981).

The fourth factor is based on the premise that programs for the hearing impaired student at the secondary level are more structured than the regular secondary experience of non-disabled high school students (Falberg, 1981). This premise, coupled with a high potential for parental over-involvement and protectiveness, creates a tendency for hearing impaired adolescents to have an external locus of control (McCrone 1979). This situation may lead to the creation of a hearing impaired college freshman who is unable to function successfully without a framework of structure which strongly resembles her/his high school experience (Baker-Shenk, 1985; Wasilewski, Mitchell & Martin, 1980; Hoza & Scheibe, 1985; Dawaliby & Pagono, 1981).

Hearing impaired students frequently verbalize that college is "harder" than high school--yet they are routinely caught off guard when this reality is brought home by the overwhelming work load that just two college classes require (Stinson, Saur, Panara, 1982). Regardless of current preparation, high school programs for hearing impaired students apparently do not enable integration of these differences in performance expectation (Areson & Decaro, 1981). The same concept is routinely demonstrated by many non-disabled college students as well, however, the response set available to hearing students is seemingly much larger than that available to the hearing impaired student (Steve, 1980). Deaf students just drop out (ACR 3, 1986).

Therefore, the hearing impaired high school student who is provided with an extended transition period in which the structure is slowly reduced, will be better able to develop the ability to function in the less structured, self-monitoring environment of the community college. By beginning the transition process with students in their first and second semesters of college, the potential for retention and academic success will be greatly increased (Areson & Decaro, 1981; Hawkins, 1980).

Close attention will be given to the development of a relationship with a significant faculty or staff member. It has been shown that students in minority groups tend to remain in college if they develop such a relationship (Quintilian, 1985; Oromaner, 1987; Cohen, 1987). Consequently, a variety of opportunities will be stressed to develop such a relationship with either faculty project

member, special counselor, or deaf peer advisor. Establishing a strong relationship with a staff member is the foundation of the project.

The project will be conducted in two phases; The first focus of PHASE ONE will be on faculty training. In this phase faculty will be provided inservice training in instructional modifications needed by hearing impaired students. An outreach component will be included which will allow faculty, with a peer advisor and counselor for the hearing impaired, to visit local secondary mainstreamed and residential hearing impaired programs. The outreach component will make faculty aware of the differences in expectations and performances required at the secondary level. Twelve faculty members representing each major division are expected to participate in this phase.

The second focus of PHASE TWO will consist of weekly transition workshops in which students will be exposed to a wide variety of readiness activities. This phase will support the transition process of preparing the student for the differences in expectations and performances required to succeed in college. Faculty will be afforded the opportunity to utilize the alternative instructional methods learned with the students in the workshops. The secondary goal of the institute will be to further the establishment of a relationship between students, instructional staff, and support personnel.

The third focus of PHASE ONE will consist of one semester of highly structured instructional support provided for the hearing impaired students in the project. The multifaceted program will include: 1) specialized instruction, 2) individualized educational contracts, 3) individual and group tutoring, 4) interpreting and notetaking support, and 5) bi-weekly individual meetings and weekly transition workshops taught by a project faculty member, peer advisor and a special counselor. Close monitoring by faculty, counselor, and tutor will occur during this initial semester. Students will be provided regular feedback about their progress. Faculty will have project students enroll in their classes and have an opportunity to utilize the modified instructional methods learned in Phase 1.

PHASE TWO will occur in the second semester and complete the student's transition by gradually reducing the structure provided in the first semester, thereby allowing the student to function independently of the external supports provided up to that point. In Phase Two, the support will still be available but the student will be encouraged to seek it for herself/himself. The student will still be provided with specialized instruction, tutors, interpreters, notetakers, and monthly group support meetings. Bi-weekly individual meetings will be discontinued (except for two follow up

meetings at the one third and two thirds points in the semester). The student will request individual meetings with the instructors and support staff as they perceive the need. Students will continue to be monitored for progress but will not be provided with feedback unless there is serious concern about failure or retention. Project faculty will continue to have these students enrolled in their courses.

Both phases of the project will be evaluated by the participants and the faculty as the project progresses.

The basis for a two phase approach lies in the belief that hearing impaired students are inadequately prepared in many ways to meet the challenges of the community college environment. Research suggests that students have not developed problem solving skills, the ability to network with instructors and services on the community college campus, to use support services, the ability to function independently, to access support when needed, to develop a peer network which functions to meet their needs to live independently, to study independent of prompts, and to effectively manage crises (Areson & Decaro, 1981).

Both phases will prepare students to deal with the different challenges college presents by assisting with the transition and providing structured and specialized instructional experience for two semesters. The project will track the students into the second semester to determine effectiveness beyond the first semester enrollment. A retention rate of 75% with a course pass rate of 75% will be achieved by project participants.

BIBLIOGRAPHY

ACR 3 Planning Committee. (1986). Comments from the community: Working papers and testimony before the ACR 3 committee on educational opportunities and services for students for students with disabilities in California. Sacramento: California Postsecondary Education Commission.

Anderson, G.B. and Watson D. (Eds.). (1985).Counseling deaf people: Research and practice. Little Rock, Ar.: Arkansas Rehabilitation, Research and Training Center on Deafness and Hearing Impairment, University of Arkansas.

Antosch, S. (1985). Attitudes toward sign language. Registery of Interpreters for the Deaf, Inc. San Diego, California. (pp. 215-234). Silver Spring, Maryland: RID Publications.

Areson, A., Doe, S., Kadinc, N., Long, J., Maruggi, E., and White, K. Report of the Study Group on the Early Stages of Career Development. Unpublished manuscript, National Technical Institute for the Deaf at Rochester Institute of Technology, February 1977.

Areson, A. H. and DeCaro, J.J. (1983). Career Assessment and Advisement of the Technical College Student. Vocational evaluation of hearing-impaired persons: Research & Practice. pp. 77-92.

Atwood, A., and Gray, D. (1985). Interpreting: the culture of artful mediation. Registery of Interpreters for the Deaf, Inc. San Diego, California. (pp. 111-118). Silver Spring, Maryland: RID Publications.

Baker, Charlotte, and Battison, Robin (Eds). (1980). Sign Language and the Deaf Community. Maryland: National Association of the Deaf.

Baker-Shenk, C. (1985). Characteristics of oppressed and oppressor peoples: Their effect on the interpreting context. Registery of Interpreters for the Deaf, Inc. San Diego, California. (pp. 59-72). Silver Spring, Maryland: RID Publications.

Brislin, R. (1985). Close intercultural relationships: benefits and proper preparation. Registery of Interpreters for the Deaf, Inc. San Diego, California. (pp. 17-38). Silver Spring, Maryland: RID Publications.

Brislin, R.W. (1981). Cross-cultural encounters face-to-face interaction. New York: Pergamon Press.

Brittingham, D., Mayer, M.C. (Fall 1987). Deaf and Hearing Impaired- Survey results. California Association of the Post Secondary Educators of the disabed.

Brown, S.C. and Karchmer, M.A. (Fall, 1987). Who will be served? charting the trends. Gallaudet Today, 18, 4-7.

Buchkoski, D. (1983). Vocational evaluation in technical-vocational education. Vocational evaluation of hearing-impaired persons: Research & Practice. pp. 69-76.

Bullis, M. and Watson,D. (Eds.). No date. Career education of hearing - impaired students: A review. Little Rock, Ar.: Rehabilitation Research and Training Center on Deafness/Hearing Impairment.

Bunde, L.T. (1978). Deaf parents - Hearing children: Toward a greater understanding of the unique aspects, needs, and problems relative to the communication factors caused by deafness. United States of America: Registry of Interpreters for the Deaf.

Cohen, Arthur M. "Facilitating Degree Achievement by Minorities: The Community College Enivronment." Paper presented at the Conference "From Access to Achievement: Strategies for Urban Institutions," Los Angeles, CA, November 15-17, 1987. pp. 37.

Commission of Education of the Deaf. (1988). Federal Register. Washington D.C.: U.S. Government Printing Office.

Davis, H. and Silverman, S.R. (1978). Hearing and Deafness. New York: Holt, Rinehart and Winston.

DeCaro, J.J., Karchmer, M.A. and Rawlings, B.W. (1987). Post secondary Programs for Deaf Students. (No. 3304).

DiLorenzo, L.T., Dr. (1986). State legislated funds for the postsecondary education of deaf students. Unpublished manuscript.

Disabled Student Services University of California, Irvine and the Orange County Department of Education. (1985). Making the transition: College and disabled students. Orange County, California.

Dowaliba, F.J. and Pagano, J.A. Locus of control: Review and implications for instruction of the hearing impaired (Foundations literature review series). Unpublished manuscript, National Technical Institute for the Deaf at Rochester Institute of Technology, February 1981.

Epstein, K. (Fall, 1987). Filling the Gap. Gallaudet Today, 18, 18-21.

Falberg, R.M. (1983). Psychological assessment of the verbal functioning of postsecondary educational program applicants: enchancing predictive validity. Vocational evaluation of hearing-impaired persons: Research & Practice. pp. 25-34.

Frisina, Robert (Ed.). (1978). A bicentennial monograph on hearing impairment: Trends in the U.S.A., Washington, D.C.: The Alexander Graham Bell Association for the Deaf.

Hamphries, Tom, PhD. (1983). Planning and evaluating culturally sensitive postsecondary educational programs for deaf people. CAPED Journal, 1, 17-24.

Hanner, B., Badamy, J., Berry, H., Consaul, V., Rucker, T., Stuckless, R., Titus, J. and Young J. Toward the identification of educationally significant traits of post secondary deaf students. Unpublished manuscript, National Technical Institute for the Deaf at Rochester Institute of Technology, 1971.

Hawkins, R. Primary menturing as a teaching strategy (Foundation literature review series). Unpublished manuscript, National Technical Institute for the Deaf at the Rochester Institute of Technology, 1980.

Hirsch, D.E., Jr. (4 April, 86) Cultural literacy. Innovation Abstracts, VIII (No 10).

Hoza, J., and Scheibe, K. (1985). Throw it out the window! (The code of ethics? We don't use that here): Guidelines for education interpreters. Registery of Interpreters for the Deaf, Inc. San Diego, California. (pp. 173-182). Silver Spring, Maryland: RID Publications.

Hurwitz, T.A. (1980, May). The tutor/notetaker as a support service for hearing impaired students: Overview of the NTID tutor/notetaker program. Paper presented at the meeting of the Association on Handicapped Student Services Programs in Post-Secondary Education. Denver, Co.

Johnson, R.C. (Ed.). (1986, Fall) Special issue on sign language research. Research at Gallaudet.

Johnstone, M. (Ed.). (Fall, 1987). Preview.

Johnstone, M. (Ed.) (Spring 1988). Preview.

Johnstone, M. (Ed.) (Winter 1987). Preview.

Krulwich, M. T. and Stout, N.L. (1982 March). Hearing Impaired Students in Postsecondary Education. (no. 300-80-0857). Washington D.C.: Health Resource Center.

Lane, H. (1985). On language, power and the deaf. Registery of Interpreters for the Deaf, Inc. San Diego, California. (pp. 1-15). Silver Spring, Maryland: RID Publications.

Lane, Harlan (1984). When the mind hears, a history of the deaf. New York: Random House.

Lane, H. (1985). The secret of the orchard. Registery of Interpreters for the Deaf, Inc. San Diego, California. (pp. 235-240). Silver Spring, Maryland: RID Publications.

Lang, H.G. and Stinson, M. Career education and socioeconomic status of deaf persons: Concepts, research and implications. Unpublished manuscript, National Technical Institute for the Deaf at the Rochester Institute of Technology, 1982.

Lee, J.C. (Fall, 1987). Embracing the future. Gallaudet Today, 18, 2-3.

Luey, H.S. (1987, March/April) Hearing Loss: Personal and Social Considerations. Self Help for Hard of Hearing People, pp. 8-11.

Mathews, D., and Miller, M. (1985). Warning! crossing cultures can be hazardous to your health: a look at communications between deaf and hearing cultures. Registery of Interpreters for the Deaf, Inc. San Diego, California. (pp. 77-84). Silver Spring, Maryland: RID Publications.

Mindel, E.D., and Vernon, M. (1972). They Grow in Silence—The Deaf Child and His Family. Silver Spring, MD.: National Association of the Deaf.

Mitchell-Caccamise, M. (1979). Results of Questionaire Interpreting Services. Rochester, N.Y.: Rochester Institute of Technology, National Technical Institute for the Deaf.

Moores, D. (Fall, 1987) The cycle changes. Elementary and Secondary Education in the 1990's. Gallaudet Today, 18, 12-17.

Nissen, A., (Fall, 1987). Learning how to learn. Gallaudet Today, 18, 22-25.

Oromaner, Mark and Krynick, Harry. Strategic Plan to Address Recruitment and Retention Strategies for Black and Hispanic Students at Hudson County Community College. Jersey City, NJ: Hudson County Community College, 1987. pp. 77.

Osguthorpe, R.T. Tutoring special students (Foundations literature review series). Unpublished manuscript, National Technical Institute for the Deaf at the Rochester Institute of Technology, 1980.

Quintilian, Ellen M. (1985). "Influential Factors in Recruitment and Retention of Minority Students in a Community College." Journal in Allied Health, 14 (1), 63-70.

Rawlings, B.W. & Allen, T.E. (1987, June). Response patterns on the Stanford: A new means of assessing student performance. Paper presented at the biennial meeting of the Conference of American Interpreters of the Deaf, Santa Fe, NM.

Richardson, Diane Currie (1986). The Majority U.S. Culture: What makes it tick Journal of Interpretation, 3, 5-14.

Rooks, M. (1986,July/August). A perspective on the emotional aspects of hearing impairment. Self Help for Hard of Hearing People, pp. 16-18.

Roueche, S.D. (Ed.). (1986, April) Innovative Abstracts. (Available from [National Institute for Staff and Organizational Development, EDB 348, The University of Texas at Austin, Austin, Tx. 78712])

Rutherford, S. (1985). Funny in deaf—not in hearing. Registery of Interpreters for the Deaf, Inc. San Diego, California. (pp. 45-58). Silver Spring, Maryland: RID Publications.

Sligar, S. (1983). Commercial vocational evaluation systems and deaf persons. Little Rock, Ar.: Rehabilitation, Research, and Training Center on Deafness/Hearing Impairment. Vocational evaluation of hearing-impaired persons: Research & Practice. pp. 35- 56.

Stinson, M., Saur, R. and Panara, J. (1982, June). Opinions of deaf college students about tutoring/notetaking services: An example of the evaluations of a support service. Paper presented in the symposium Support services that facilitate learning by deaf college students in mainstreamed classes as part of the A.G. Association Convention. Toronto, Canada.

Wasilewski, J.H. and Mitchell, J.D. Martin. Multicultural coping and adaption competencies (Foundations literature review series). Unpublished manuscript, National Technical Institute for the Deaf at the Rochester Institute of Technology, 1980.

Watson, D., Anderson, G., Ford, N., Marut, P., and Ouellette, S. (1983). Job placement of hearing - impaired persons: Research and practice. Little Rock, Ar.: Rehabilitation Research and Training Center on Deafness/Hearing Impairment.

Watson, D., Anderson, G., Marut, P., Ouellette, S.,and Ford, N. (1983). Vocational evaluation of hearing - impaired persons: Research and Practice. Little Rock, Ar.: Rehabilitation, Research, and Training Centers on Deafness/Hearing Impairment.

Wilson, F.L. (1980, May). The tutor/notetaker as a support service for deaf students: Viewpoint of a classroom teacher. Paper presented at the meeting of the Association of Handicapped Student Services Programs in Post-Secondary Education. Denver, Co.

Wilson, J.J. (1981). The tutor/notetaker. Rochester,N.Y.: National Technical Institute for the Deaf, Rochester Institute of Technology.

Wilson, J.J. (1980). The tutort/notetaker as a support service for hearing - impaired students: The training program. Meeting of the Association on Handicapped Student Services Programs in Postsecondary Education. Denver, Co.

Zieziula, F.R. (Ed.). (1982). Assessment of hearing - impaired people. A guide for selecting psychological, educational, and vocational tests. United States: publisher not noted.

4. Work Statement

A. Goals and Objectives

1.0 GOAL: To develop and implement a model adapted instructional program for hearing impaired students at Cypress College.

1.1 OBJECTIVE: To retain 75% of hearing impaired students who enroll in the project.

1.2 OBJECTIVE: To provide instructional support which will enable students enrolled in the project to pass 75% of the courses they attempt with a grade of " C" or better.

2.0 GOAL: To develop a core group of faculty members who understand the specialized instructional needs of hearing impaired students.

2.1 OBJECTIVE: To identify twelve faculty members to participate in the STAR project.

2.2 OBJECTIVE: To allow the faculty member to understand the hearing impaired student's high school experience more fully.

2.3 OBJECTIVE: Faculty will receive 16 hours of inservice training.

2.4 OBJECTIVE: Faculty will be able to identify three modifications they could make instructionally which would assist hearing impaired students in the learning process.

3.0 GOAL: To offer students an opportunity to develop accurate and realistic expectations of the college experience.

3.1 OBJECTIVE: To implement and adapt existing instructional materials for individual group tutoring sessions.

3.2 OBJECTIVE: To help students understand the differences between the high school and college environment.

3.3 OBJECTIVE: To increase potential for retention due to a decrease in faulty expectations of the college experience.

3.4 OBJECTIVE: Students will decrease significantly (20 percent or better) their erroneous beliefs about the college experience as evidenced by the change in responses on the pretest-post test.

4.0 GOAL: To provide deaf students with a mentor support system at Cypress College.

4.1 OBJECTIVE: To assist students in establishing a relationship with the faculty member.

BEST COPY AVAILABLE

4.2 OBJECTIVE: To provide students with ongoing opportunities and or activities to enable them to identify and establish a significant mentor relationship with a Cypress College faculty or staff member.

4.3 OBJECTIVE: Students will take classes from faculty members who participated in PHASE ONE and TWO of the project whenever possible.

5.0 GOAL: To assist students in the transition from a structured high school experience to a less structured community college experience.

5.1 OBJECTIVE: Students develop an individualized educational contract which will assist them in succeeding in their first and second semester at Cypress College.

5.2 OBJECTIVE: Students will participate in a loosely structured study hall.

5.3 OBJECTIVE: Student progress will be evaluated on a bi-monthly basis.

6.0 GOAL: To develop, implement, and conduct a comprehensive summer readiness program.

6.1 OBJECTIVE: To identify hearing impaired students who will participate in the transition workshops while and enrolled in Cypress College in the Fall, 1989.

6.2 OBJECTIVE: To provide hearing impaired students with 40 hours of readiness instruction.

6.3 OBJECTIVE: Students will by the end of the instituted be able to demonstrate readiness abilities which will potentiate greater success in community college.

6.4 OBJECTIVE: Students will be able to dentify 15 "strategies" for success in college.

7.0 GOAL: Provide a comprehensive instructional support program to hearing impaired students in the project.

7.1 OBJECTIVE: Students will enroll in classes taught by project faculty whenever possible.

7.2 OBJECTIVE: Students will receive individualized tutoring in each subject enrolled.

7.3 OBJECTIVE: Students will be provided with a qualified interpreter and notetaker in each class. (Except in activity classes where only an interpreter will be provided as needed i.e. physical education).

BEST COPY AVAILABLE

8.0 GOAL: To monitor recruitment and enrollment hearing impaired students into the STAR Project at Cypress College.

8.1 OBJECTIVE: Hearing impaired students will choose and enroll in courses which they will take in the Spring of 1990.

8.2 OBJECTIVE: Hearing impaired students who participated in PHASE ONE and TWO will enroll in PHASE THREE of the STAR Project and Cypress College for Fall, 1989.

4. Work Statement
b. Activities

PHASE I ACTIVITIES

	Activity	Responsibility
1.	Sixteen hours of in-service training with faculty of the Project STAR will be provided.	Project Director
2.	Send follow-up letters to project participants.	Clerical staff
3.	Faculty will observe high school programs for the hearing impaired.	STAR faculty
4.	Screen applications for admission to Project STAR	Special Counselor Project Director Project Manager
5.	Transition Workshops begin.	Faculty Project Manager Special Conselor
6.	Faculty will teach Transition workshops using material from in-service training.	Faculty for Project STAR
7.	Students will be administered pre and post test during Transition workshops and results will be evaluated.	Faculty
8.	Students will learn college survival information.	Faculty
9.	Individual Education Plan and Individual Education Contract will be written.	Special Counselor
10.	Students will meet once a week for four hours in transition workshops for ten weeks.	Counselor Faculty Peer Counselor
11.	Students' IEP and IEC planning meeting will be held, and reviewed by staff and signed.	Counselor Peer Counselor Rehab. Counselor
12.	Students will meet every other week to review their program.	Peer Counselor Special Counselor Tutors and Faculty
13.	Students will receive at least 2 hours of individualized tutoring each week, followed by a weekly progress report.	Tutors Counselor

[illegible]	Students will be required to study in t 10 hours per week.	Faculty and Counselor
15.	Bi-monthly progress reports on the student will be sent to the faculty, followed up by Counselor.	Faculty
16.	Walk-in counseling will be available to all students in Project STAR.	Tutors Counselor
17.	Staff meetings will be held to design additional needed support services for students failing or on academic probation.	Tutors Counselors Faculty

PHASE II ACTIVITIES

Activity		Responsibility
1.	All IEPs nd IECs will be reviewed and signed by staff.	Counselor Special Counselor
2.	Tutor services will continue to be provided either on an individualized, group or walk-in basis.	Tutors Counselor
3.	Students will meet with the counselor for the deaf 4-6 weeks into the semester.	Special Counselor Faculty
4.	Study hours in the Library will continue 5 hours per week and monitored by project staff.	Peer Counselor
5.	Bi-monthly reports will be sent to all faculty on student progress.	Tutors Special Counselor
6.	Student progress meetings will be held with each student as needed.	Faculty Project Manager Counselor
7.	Staff meetings will be held to design additional needed support services for students failing or on academic probation.	Tutors Counselor Faculty

PROJECT STAR
PHASE I
PRE-POST TEST
TRANSITION WORKSHOPS

1. NAME THREE AGENCIES THAT CAN HELP YOU WITH INDEPENDENT LIVING?
2. LIST THREE GOOD STUDY HABITS
3. LIST THREE THINGS TO DO WHEN YOU TAKE A TEST
4. WHAT ARE THREE COMMON PROBLEMS DEAF STUDENTS HAVE THE FIRST SEMESTER THEY GO TO COLLEGE
5. LIST THREE WAYS YOU CAN STUDY FOR A TEST WHICH ARE DIFFERENT FROM THE WAY A HEARING STUDENT WOULD STUDY FOR THE TEST.
6. LIST THREE DIFFERENCES BETWEEN HIGH SCHOOL AND COLLEGE
7. LIST THE NAMES OF THREE STUDENTS IN THE STAR PROJECT
8. WHAT IS THE PEER COUNSELORS NAME
9. WHAT IS THE COUNSELORS NAME
10. WRITE THE NAME OF ONE FACULTY MEMBER YOU MET HERE.
11. A NOTETAKER IN COLLEGE WILL:
    A. GO TO CLASS SO YOU DO NOT HAVE TO GO
    B. WRITE DOWN WHAT THE TEACHER WRITES ON THE BOARD
    C. WRITE DOWN WHATEVER THEY THINK IS IMPORTANT
    D. WRITE DOWN EVERYTHING THE TEACHER SAYS
    E. B AND D
    F. ALL OF THE ABOVE
12. YOU SHOULD WAIT UNTIL THE NEXT DAY TO READ THE NOTES FROM THE NOTETAKER.
13. A TUTOR IN COLLEGE WILL:
    A. TEACH YOU HOW TO PASS THE TEST
    B. EXPLAIN THE THINGS YOU DO NOT UNDERSTAND
    C. DO YOUR WORK FOR YOU
    D. HELP YOU STUDY FOR THE TEST
    E. ALL OF THE ABOVE
    F. NONE OF THE ABOVE
14. YOU SHOULD FINISH ALL YOUR HOMEWORK BEFORE YOU GO TO TUTORING.
15. AN INTERPRETER IN COLLEGE WILL REMIND YOU WHEN YOUR HOMEWORK IS DUE.
16. AN INTERPRETER IN COLLEGE WILL:
    A. EXPLAIN EVERYTHING THE TEACHER SAYS TO YOU
    B. INTERPRET INTO SIGN LANGUAGE WHAT THE TEACHER SAYS
    C. MAKE SURE YOU UNDERSTAND EVERYTHING THE TEACHER SAYS
    D. INTERPRET INTO ENGLISH YOUR SIGNS
    E. ALL OF THE ABOVE
    F. B AND D

PROJECT STAR
PHASE I
PRE-POST TEST
TRANSITION WORKSHOP
PAGE 2

17. IF YOU HAVE A BAD INTERPRETER YOU SHOULD
    A. STOP WATCHING HER OR HIM.
    B. TELL ALL THE OTHER DEAF STUDENTS
    C. EXPLAIN TO THE INTERPRETER WHAT YOU DO NOT LIKE
    D. TELL THE PEER COUNSELOR
    E. CUT THE TIRES ON THE INTERPRETERS CAR
18. IN COLLEGE A VOCATIONAL REHABILITATION COUNSELOR WILL:
    A. HELP YOU PAY FOR YOUR COLLEGE NEEDS
    B. WANT YOU TO TAKE 12 UNITS EACH SEMESTER
    C. WANT YOU TO PROMISE TO PASS ALL YOUR CLASSES
    D. ASK YOU TO TELL THEM EACH TIME YOU CHANGE YOUR CLASSES
    E. ALL OF THE ABOVE
    F. NONE OF THE ABOVE
19. IN COLLEGE A VOCATIONAL REHABILITATION COUNSELOR WILL:
    A. HELP YOU CHOOSE YOUR MAJOR
    B. GIVE YOU TESTS TO HELP YOU DECIDE WHAT TO BECOME
    C. WRITE A PLAN FOR YOU
    D. HELP YOU GET A JOB IF YOU DECIDE TO QUIT COLLEGE
    E. ALL OF THE ABOVE
    F. A AND D
20. IN COLLEGE A PEER COUNSELOR WILL:
    A. HELP YOU UNDERSTAND WHAT COLLEGE IS ALL ABOUT
    B. HELP YOU WITH YOUR HOMEWORK
    C. GO OUT ON A DATE WITH YOU
    D. HELP YOU CHEAT ON YOUR ESSAYS
    E. A AND B
21. IN COLLEGE THE COUNSELOR WILL:
    A. HELP YOU PICK YOUR CLASSES
    B. HELP YOU MAKE GOOD GRADES
    C. HELP YOU WITH YOUR HOMEWORK
    D. HELP YOU WHEN YOU HAVE A PROBLEM
    E. ALL OF THE ABOVE
    F. A,B, AND D.
22. CAN YOU GO TO SEE A DOCTOR AT COLLEGE?
23. CAN YOU BORROW MONEY FOR YOUR BOOKS AT THE COLLEGE.
24. CAN YOU CASH A CHECK AT THE COLLEGE?
25. NAME THREE SERVICES YOU LEARNED ABOUT AT THE COLLEGE.

PROJECT STAR
PHASE I
OUTLINE FOR TRANSITION WORKSHOPS

UNIT ONE
1. PRETEST
2. INTRODUCTIONS
3. EXPLANATION OF PROGRAM
4. MY COMMUNICATION SYSTEM
5. HOW IS HIGH SCHOOL DIFFERENT FROM COLLEGE
6. ASSIGNMENT "JOB DESCRIPTION OF A DEAF COLLEGE STUDENT"
7. MINI COURSE: STUDY SKILLS
8. WHAT IS AN INDIVIDUAL EDUCATION PLAN [IEP]
9. WRITE IEP

UNIT TWO
1. COLLECT ASSIGNMENTS
2. DISCUSS "JOB DESCRIPTION OF A DEAF COLLEGE STUDENT"
3. ASK QUESTION "HOW MUCH HOMEWORK WILL YOU GET YOUR FIRST DAY IN CLASS AT COLLEGE"
4. DISCUSS COMIC
5. ASSIGNMENT "JOB DESCRIPTION OF AN INTERPRETER FOR A DEAF COLLEGE STUDENT"
6. TOUR CAMPUS
7. DISCUSS SERVICES AVAILABLE
8. MINI COURSE TIME MANAGEMENT
9. WRITE AND DISCUSS IEC

UNIT THREE
1. COLLECT ASSIGNMENTS
2. DISCUSS "JOB DESCRIPTION OF AN INTERPRETER FOR A DEAF COLLEGE STUDENT"
3. VINYETTES
4. ROLE PLAYING: HOW TO USE AN INTERPRETER
5. ASSIGNMENT "JOB DESCRIPTION OF A NOTETAKER FOR A DEAF COLLEGE STUDENT"
6. MINI COURSE: WRITING A PAPER/ PARAGRAPH
7. BUY BOOKS AS A GROUP AND DISCUSS TEXTBOOK ORGANIZATION AND USE
8. MINI COURSE: HOW TO PREPARE FOR TAKE TESTS

PROJECT STAR
PHASE I
OUTLINE FOR TRANSITION WORKSHOPS
PAGE 2

UNIT FOUR
1. COLLECT ASSIGNMENTS
2. DISCUSS "JOB DESCRIPTION OF AN NOTETAKER FOR A DEAF COLLEGE STUDENT"
3. VINYETTES
4. ROLE PLAYING: HOW TO USE A NOTETAKER
5. ASSIGNMENT "WHY DO I WANT TO GO TO COLLEGE"
6. MINI COURSE: WRITING A PAPER - PARAGRAPH
7. MINI COURSE: HOW TO PREPARE AND USE A TUTOR
8. HAND OUT ASSIGNMENT- READ ADAPATION OF "HIGH SCHOOL ANDAND COLLEGE" WHAT'S THE DIFFERENCE?

UNIT FIVE
1. COLLECT ASSIGNMENTS
2. GO THROUGH ADAPTATION OF "HIGH SCHOOL AND COLLEGE -- WHAT'S THE DIFFERENCE?"
3. MINI COURSE GOAL SETTING, PROBLEM SOLVING
4. MINI COURSE HOW TO ASK QUESTIONS IN CLASS
5. EVALUATION
6. SCAVENGAR HUNT

The Chancellor's Office, California Community Colleges and North Orange County Community College District

Grant No.: 89-0015

FINAL REPORT

3. Provide a detailed evaluation of the project. This evaluation may require several pages and should include specific references to those project activities which you think were effective and those which were not effective. Include in your assessment of the project, specific recommendations to those who may wish to do a similar project on their campuses. The evaluation may have been carried out by the project staff and/or an outside evaluation on the evaluation and the procedures.

The following is a list of the original goals and objectives of Project STAR. The status at the end of the project is given on each goal or objective. When materials are to have been adapted please refer to the packet of materials developed as part of the project. When statistics are given raw data is available in student files at Cypress College and will be retained for five years.

The Chancellor's Office, Grant No.: 89-0015
California Community Colleges
and
North Orange County Community College District

FINAL REPORT

1.0 GOAL: TO DEVELOP AND IMPLEMENT A MODEL ADAPTED INSTRUCTIONAL PROGRAM FOR HEARING IMPAIRED STUDENTS AT CYPRESS COLLEGE.

STATUS: COMPLETE

1.1 OBJECTIVE: TO RETAIN 75% OF HEARING IMPAIRED STUDENTS WHO ENROLL IN THE PROJECT.

STATUS: FALL 100% RETENTION
FALL TO SPRING 85% RETENTION
SPRING 87% RETENTION

1.2 OBJECTIVE: TO PROVIDE INSTRUCTIONAL SUPPORT WHICH WILL ENABLE STUDENTS ENROLLED IN THE PROJECT TO PASS 75% OF THE COURSES THEY ATTEMPT WITH GRADE OF C OR BETTER.

STATUS: FALL 53% PASSED
SPRING 58% PASSED

2.0 GOAL: TO DEVELOP A CORE GROUP OF FACULTY MEMBERS WHO UNDERSTAND THE SPECIALIZED INSTRUCTIONAL NEEDS OF HEARING IMPAIRED STUDENTS.

STATUS: COMPLETE

2.1 OBJECTIVE: TO IDENTIFY SEVEN FACULTY MEMBERS TO PARTICIPATE IN THE PROJECT.

STATUS: SIX FACULTY PARTICIPATED IN PROJECT

2.2 OBJECTIVE: TO ALLOW THE FACULTY MEMBER TO UNDERSTAND THE STUDENTS HIGH SCHOOL EXPERIENCE MORE FULLY.

STATUS: COMPLETE

2.3 OBJECTIVE: FACULTY WILL RECEIVE 16 HOURS OF INSERVICE TRAINING.

STATUS: COMPLETE

2.4 OBJECTIVE: FACULTY WILL BE ABLE TO IDENTIFY THREE MODIFICATIONS THEY COULD MAKE INSTRUCTIONALLY WHICH WOULD ASSIST HEARING IMPAIRED STUDENTS IN THE LEARNING PROCESS.

STATUS: FIVE OF SIX FACULTY MEMBERS ON POST TEST ACCOMPLISHED THIS OBJECTIVE

The Chancellor's Office, Grant No.: 89-0015
California Community Colleges
and
North Orange County Community College District

FINAL REPORT

3.0 GOAL: TO OFFER STUDENTS AN OPPORTUNITY TO DEVELOP ACCURATE AND REALISTIC EXPECTATIONS OF THE COLLEGE EXPERIENCE.

STATUS: COMPLETE

3.1 OBJECTIVE: TO IMPLEMENT AND ADAPT EXISTING INSTRUCTIONAL MATERIALS FOR INDIVIDUAL AND GROUP TUTORING SESSIONS.

STATUS: COMPLETE

3.2 OBJECTIVE: TO HELP STUDENTS UNDERSTAND THE DIFFERENCES BETWEEN THE HIGH SCHOOL AND COLLEGE ENVIRONMENT.

STATUS: COMPLETE

3.3 OBJECTIVE: TO INCREASE POTENTIAL FOR RETENTION DUE TO A DECREASE IN FAULTY EXPECTATIONS OF THE COLLEGE EXPERIENCE.

STATUS: COMPLETE

3.4 OBJECTIVE: STUDENTS WILL DECREASE SIGNIFICANTLY (20 PERCENT OR BETTER) THEIR ERRONEOUS BELIEFS ABOUT THE COLLEGE EXPERIENCE AS EVIDENCED BY THE CHANGE IN RESPONSES ON THE PRETEST-POST-TEST.

STATUS: AVERAGE CHANGE IN BELIEFS 27% MORE ACCURATE
RANGE 60% TO 0%

The Chancellor's Office, California Community Colleges and North Orange County Community College District

Grant No.: 89-0015

FINAL REPORT

4.0 GOAL: TO PROVIDE DEAF STUDENTS WITH A MENTOR SUPPORT SYSTEM AT CYPRESS COLLEGE.

STATUS: COMPLETE

4.1 OBJECTIVE: TO ASSIST STUDENTS IN ESTABLISHING A RELATIONSHIP WITH A FACULTY MEMBER.

STATUS: COMPLETE

4.2 OBJECTIVE: TO PROVIDE STUDENTS WITH ON GOING OPPORTUNITIES AND/OR ACTIVITIES TO ENABLE THEM TO IDENTIFY AND ESTABLISH A SIGNIFICANT MENTOR RELATIONSHIP WITH A CYPRESS COLLEGE FACULTY OR STAFF MEMBER.

STATUS: COMPLETE

4.3 OBJECTIVE: STUDENTS WILL TAKE CLASSES FROM FACULTY MEMBERS WHO PARTICIPATED IN PHASE ONE AND TWO OF THE PROJECT WHENEVER POSSIBLE.

STATUS: STUDENTS ENROLLED IN CLASSES WITH PROJECT FACULTY MEMBERS 50% OF THE TIME.

5.0 GOAL: TO ASSIST STUDENTS IN THE TRANSITION FROM A STRUCTURED HIGH SCHOOL EXPERIENCE TO A LESS STRUCTURED COMMUNITY COLLEGE EXPERIENCE.

STATUS: COMPLETE

5.1 OBJECTIVE: STUDENTS WILL DEVELOPE AN INDIVIDUALIZED EDUCATIONAL CONTRACT WHICH WILL ASSIST THEM IN SUCCEEDING IN THEIR FIRST AND SECOND SEMESTER AT CYPRESS COLLEGE.

STATUS: COMPLETE

5.2 OBJECTIVE: STUDENTS WILL PARTICIPATE IN A LOOSELY STRUCTURED STUDY HALL.

STATUS: COMPLETE

5.3 OBJECTIVE: STUDENT PROGRESS WILL BE EVALUATED ON A BI-MONTHYLY BASIS.

STATUS: COMPLETE

The Chancellor's Office, Grant No.: 89-0015
California Community Colleges
and
North Orange County Community College District

FINAL REPORT

6.0 GOAL: TO DEVELOP, IMPLEMENT, AND CONDUCT A COMPHREHENSIVE READINESS PROGRAM.

STATUS: COMPLETE

6.1 OBJECTIVE: TO IDENTIFY HEARING IMPAIRED STUDENTS WHO WILL PARTICIPATE IN THE TRANSITION WORKSHOPS WHILE ENROLLED IN CYPRESS COLLEGE IN THE FALL 1989.

STATUS: COMPLETE

6.2 OBJECTIVE: TO PROVIDE HEARING IMPAIRED STUDENTS WITH 40 HOURS OF READINESS INSTRUCTION.

STATUS: COMPLETE

6.3 OBJECTIVE: STUDENTS WILL BY THE END OF THE WORKSHOPS BE ABLE TO DEMONSTRATE READINESS ABILITIES WHICH WILL POTENTIATE GREATER SUCCESS IN COMMUITY COLLEGE.

STATUS: COMPLETE

6.4 OBJECTIVE: STUDENTS WILL BE ABLE TO IDENTIFTY 15 "STRATEGIES" FOR SUCCESS IN COLLEGE.

STATUS: SEVEN OF NINE STUDENTS ON POST TESTING COULD IDENTIFY FIFTEEN STRATEGIES TO SUCCEED IN COLLEGE.

7.0 GOAL: PROVIDE A COMPHREHSIVE INSTRUCTIONAL SUPPORT PROGRAM TO HEARING IMPAIRED STUDENTS IN THE PROJECT

STATUS: COMPLETE

7.1 OBJECTIVE: STUDENTS WILL ENROLL IN CLASSES TAUGHT BY PROJECT FACULTY WHENEVER POSSIBLE.

STATUS: STUDENTS ENROLLED IN CLASSES WITH PROJECT FACULTY MEMBERS 50% OF THE TIME.

7.2 OBJECTIVE: STUDENTS WILL RECEIVE INDIVIDUALIZED TUTORING IN EACH SUBJECT ENROLLED.

STATUS: COMPLETE

7.3 OBJECTIVE: STUDENTS WILL BE PROVIDED WITH A QUALIFIED INTERPRETER AND NOTETAKER IN EACH CLASS. (EXCEPT IN ACTIVITY CLASSES WHERE ONLY AN INTERPRETER WILL BE PROVIDED AS NEEDED [PHYSICAL EDUCATION])

STATUS: COMPLETE

8.0 GOAL: TO MONITOR RECRUITMENT AND ENROLLMENT OF HEARING IMPAIRED STUDENTS INTO THE STAR PROJECT AT CYPRESS COLLEGE.

STATUS: COMPLETE

8.1 OBJECTIVE: HEARING IMPAIRED STUDENTS WILL CHOOSE AND ENROLL IN COURSES WHICH THEY WILL TAKE IN THE SPRING OF 1990.

STATUS: COMPLETE

8.2 OBJECTIVE: HEARING IMPAIRED STUDENTS WHO PARTICIPATED IN PHASE 1 WILL ENROLL IN PHASE TWO OF THE STAR PROJECT AND CYPRESS COLLEGE FOR SPRING 1990.

STATUS: COMPLETE

The Chancellor's Office California Community College and North Orange County Community College District

Grant No.: 89-0015

FINAL REPORT

STATISTICAL RESULTS

Total units attempted Fall & Spring	206	
Total # of students in the project	16	
Total units completed w/ D or better	117	57%
Total units completed w/ C or better	98	48%
Total units completed	135	66%
Average G.P.A. in the project	2.27	

Total Units attempted:

By STAR students enrolled in project for entire year (Fall & Spring);

Fall 89,	# of students 8:	# of units	69.5
Spring 90,	# of students 8:	# of units	74.5

By STAR students enrolled in project for 1 semester only (Fall or Spring);

Fall 89,	# of students 1:	# of units	12
Spring 90,	# of students 7:	# of units	50

Total Units completed:

By STAR students enrolled in project for entire year (Fall & Spring);

Fall 89,	# of students 8:	# of units	53.5	77%
Spring 90,	# of students 8:	# of units	46.5	63%

By STAR students enrolled in project for 1 semester only (Fall or Spring);

Fall 89,	# of students 1:	# of units	6	50%
Spring 90,	# of students 7:	# of units	29	58%

FINAL REPORT

STATISTICAL RESULTS [continued]

Total units completed with C or better:

By STAR students enrolled in project for entire year (Fall & Spring);

Fall 89,	# of students 8:	# of units 37	53%
Spring 90,	# of students 8:	# of units 43.5	58%

By STAR students enrolled in project for 1 semester only (Fall or Spring);

Fall 89	# of students 1:	# of units 4	33%
Spring 90	# of students 7:	# of units 14	28%

Total units completed with D or better:

By STAR students enrolled in project for entire year (Fall & Spring);

Fall 89	# of students 8:	# of units 43	63%
Spring 90	# of students 8:	# of units 46.5	62%

By STAR students enrolled in project for 1 semester only (Fall or Spring);

Fall 89	# of students 1:	# of units 6	50%
Spring 90	# of students 7:	# of units 21	42%

Grade Point Average

By STAR students enrolled in project for entire year (Fall & Spring);

Fall 89	# of students 8:	average G.P.A. 2.11
Spring 90	# of students 8:	average G.P.A. 2.67

By STAR students enrolled in project for 1 semester only (Fall or Spring);

Fall 89	# of students 1:	average G.P.A. 2.33
Spring 90	# of students 4:	average G.P.A. 1.96

The Chancellor's Office
California Community College
and
North Orange County Community College District

Grant No.: 89-0015

FINAL REPORT

STATISTICAL RESULTS [continued]

Retention:

Students enrolled in entire project;

Fall 89:	8 students began and completed	100%
Spring 90:	8 students began and 7 students completed	87%

Students enrolled in 1 semester only;

Fall 89:	1 student began and completed	100%
Spring 90:	7 students began and 4 completed	571%

DISCUSSION:

Project Goal was to retain 75% of students enrolled in project. This percentage was acheived.

Project Goal was for students enrolled in project to complete 75% of the units they attempted. Students enrolled in both semesters of project STAR did complete approximately 70% of units attempted. The original percentage was missed slightly but perhaps was ambitious for this special high risk population.

Project Goal was for students enrolled in the project to obtain a Grade Point Average of 2.00 or better. Average Grade Point Average acheived by students who participated in both semesters of project STAR was 2.39.

The Chancellor's Office,
California Community Colleges
and
North Orange County
Community College District
Final Report

Grant No.: 89-0015

PROJECT STAR- STUDENTS
READINESS TEST

STUDENT #	POST-TEST	PRE-TEST	% INCREASE
1.	266	50	60%
2.	310	213	20%
3.	303	155	40%
4.	269	119	40%
5.	229	179	14%
6.	223	153	20%
7.	283	293	<-5%
8.	NOT TURNED IN	80	
9.	" " "	219	

POINTS POSSIBLE 350 PTS.

GOAL: FOR STUDENTS TO DECREASE BY 20% THEIR ERRONEIOUS BELEIFS ABOUT COLLEGE AS EVIDENCED BY AN INCREASE IN CORRECT RESPONSES TO A READINESS TEST.

ACHEIVED: AVERAGE DECREASE IN FAULTY BELEIFS ABOUT COLLEGE PER STUDENT AS SHOWN BY AN INCREASE IN CORRECT RESPONSES TO A READINESS TEST WAS 27%.

STAR PROJECT STUDENT SURVEY RESULTS

1) WHAT DID YOU LIKE ABOUT THE STAR PROJECT?

A) Encouragment, guidance, support understanding, friendship, shoulders to cry on, and all around feeling, "Hey, we are in this together" and "We won't you fail!"

b) Yes.

c) I really enjoy with someone else there because they make funny jokes that makes melaugh and happy.

d) It was good to know that this project exists to support the needs of deaf students to be more wellprepared in college. I think this program should continue for many and new ones.

e) Talk, fun and let me know about assignment.

f) Everything.

g) Having a chat and discussing the important step of passing, working, etc.

2) WHAT DID YOU NOT LIKE ABOUT THE STAR PROJECT?

a) Coming here every week usually its nothing to do with your school work.

b) None.

c) Fight, argument and talk dirty.

d) Well, I do not wish to make any comments here-okay. I think the project is good to keep effective.

e) Someone else who has little problems to the friend here. I could take my hand off.

f) Everything the support.

g) N/A

3) WHAT WAS YOUR FEELINGS ABOUT THE BI-MONTHLY INDIVIDUAL MEETING WITH THE PEER ADVISOR?

a) Great- always knew I could count on Roosevelt Center staff.

b) Good.

c) I feel comfortable, but I tried to keep my mind up. I feel peace and tried to answer their questions faster.

d) This is what I really like and I feel natural with having this opportunity to share any that is needed to back support and solve some of my problems.

e) She is a great peer counselor.

f) Ok.

g) It is good to have a discussion about class problem but usually it cause waste of time. Feels that the peer advisor being bossy and act as if she knows everything.

4) WHAT WAS YOUR FEELINGS ABOUT THE BI-MONTHLY INDIVIDUAL MEETING WITH THE HEAD COUNSELOR?

a) All right... Usually strict tough one.

b) Ok.

c) I feel she is great counselor because she helps me a lot.

d) I did not have a chance of this opportunity. Likewise on the other hand the head counselor was always there when I needed to speak with her of some important matters.

e) When Carol tells me things to do it is hard for me to tell her what I want and usually accept things that I tried my best to do.

f) Good, Supportive.

g) Great- Always knew I could count on Roosevelt Center Staff.

5) WHAT WAS THREE THINGS YOU LEARNED IN THE WEEKLY SUPPORT GROUP MEETINGS?

A) More self confidence, How to study more effectively, Accepting responsibility for myown actions and being more assertive.

b) To ask questions with problems.

c) College Problems, Life solutions, Test and study habits and etc.

d) Getting acquainted with others, How to better organized my time, How to solve stress problems.

e) I learn asignments about college, Grades in college, Homework in college, Support Roosevelt Center.

f) How to study, How to...

g) How to contact aid for money needs, Get a job needs, How to get helpif failing class.

6) WHAT THREE THINGS YOU LEARNED IN THE WORKSHOPS?

a) Handle your stress, How to be prepared for test, How to be prepare for test, Cope with your personal problem.

b) Major, future, school.

c) Talk about education, talk about grades, play games.

d) Getting prepared for tests, How to respect interpreters of her/her role, How to respect notetakers of his/her role.

e) Teachers came to explain and help us, Notes, test, problem and etc, Home and college problem.

f) No comments

g) More Self-confidence, How to study more effectively, Accepting responsibility for my own actions and being more assertive.

7) WHICH WORKSHOP HELPED YOU THE MOST?

a) How to study effectively, How to stick up for myself and handle any problems effectively and diplomatically.

b) None

c) It helped me to understand life solution and problem and college problem.

d) Getting prepared for tests. Escepially political science which was toooooo complicated!

e) Education.

f) I know how to study.

g) stress one.

8) WHICH WORKSHOP DID NOT HELP YOU AT ALL?

a) none

b) none

c) play games

d) Playing games as educational reinforcements. Talking of sharing personal experiences which I feel this ought to be

shared with peer or head counselor alone on a one to one basis.

e) none

f) Nothing.

g) They were all helpful.

9) WHICH WORKSHOP THAT THE TEACHERS TAUGHT HELPED YOU THE MOST?

a) I enjoyed Mr. Woods class- was able to find out my personality traits, use complete and narrow my focus as to future possiblitites in my educational endeavors. I also enjoyed Ms. Kalsky's- the entire Roosevelt Center Staff and Gail's class (rap class) was these for me when I needed them the most- when my daughter died.

b) none

c) Math, Psychologist.

d) Stress and algebra teacher who helped me to better understand how to prepare for final exam.

e) Mrs. Plett is best teacher because she is clear and understand.

f) To make a simple on sign, or sign to remember.

g) How to pass the finals and to be prepared.

10) IF YOU COULD CHANGE THE STAR PROJECT AND MAKE IT BETTER WHAT WOULD YOU CHANGE?

a) I would prefer to have someone to make their own decision if want to attend or not.

b) Yes. Not everyday.

c) I do not like to say star project so i would like to say Deafo Power.

d) I would change the situation but keep the star project there. I feel the star project is effective for those who needs the most otherwise. I feel that the requirement of this to get the interpreting services as well as notetakers really takes my time off much from the time I need most. I feel that this system should keep the star project and serve others who need less of this to go by the rules of meeting with peer counselor and head counselor bi-monthly and have tutor services by the rules of keeping appointments attendances. I feel that maybe attendance rule can be

applied to bring better situation of keeping interpreters and notetakers servies. This was from where I was before in C.S.U.C>. They do have a star project workshop-but only for those who really desperately needs it. So, again this could make everyone happier- I dunno how you feel-but, I think it's a very good idea to keep for future changes. This could be one way to do.

e) I like bi-monthly for meeting because it made me no time for homeworks or computer lab.

f) Nothing

g) Neatness is so important!! I would hire typists to help students who need to spend more time killing to books and less time trying to type long papers asignments. Escepially if they have awful handwriting-like me! I take forever on a typewriter that's new to me!

GIVE US A GRADE.

COUNSELOR (CAROL)	6A	1C			
PEER COUNSELOR (LOREEN)	5A	1B	1C		
LEAD INTERPRETER (LORNA)	4A	3B			
WORKSHOPS	3A	1B	1C	1D	1F
STAFF ASSISTANT (SHARON)	5A	2B			
SUPPORT GROUP	4A	1C	1D		
LIBRARY TIME	4A	1C	1D		
TUTOR (OVERALL)	3A	1B	2C		
NOTETAKER (OVERALL)	5A	2B			
INTERPRETER (OVERALL)	4A	2B	1C		
WALKUP HELP (ANY TIME YOU HAVE A PROBLEM)	5A	1B	1C		
T.D.D.	4A	1B	1D		
HELP WITH OTHER	2A	1B	1C	1D	
CAMPUS SERVICES (OVERALL,NURSE, FINANCIAL AID)	3A	1B	1C		

The Chancellor's Office,
California Community Colleges
and
North Orange County
Community College District
Final Report

Grant No.: 89-0015

RESULTS PROJECT STARR

Faculty Inservice Training

Instructional Test		Pre-Test	Post-Test
Christina Plett		9/20	
Alice Kubernick		9/20	
Cindy Alibrandi		7/20	
Malcolm Bruce	15%	14/20	17/20
Sue Britton	20%	13/20	17/20
Mitz Maeda		?	?
Test Your Knowledge of Deafness			
A. Kubernick	5%	15/20	16/20
Alibrandi	25%	13/20	18/20
Bruce	-5%	17/20	16/20
Britton		16/20	16/20
Plett		14/20	?
Maeda		?	?

The Chancellor's Office,
California Community Colleges
and
North Orange County
Community College District
Final Report

Grant No.: 89-0015

PROJECT STAR

FACULTY COMPONENT

FACULTY	#	DIVISION
Female	1	English
Female	1	Human Services
Male	1	Social Science
Female	1	Math
Male	1	Computer Science/Math
Female	1	Biology/Science

SCHOOL VISITATIONS:

1. Oral Self Contained High School Program
2. Total Communication both Mainstreamed and Self Contained High School Program
3. Residential School High School Program

SITE VISITS:

"During our visit to --- High School in --- it became apparant that the deaf and hearing impaired students are pampered and nursed in what may be a disabling way. By the time they get to college they may not be well prepared for the demands of self-sufficiency."

"There is no doubt that the site visit to the -------- School had the greatest impact on me. I was struck by the sense of community, by the excellence of the teaching staff, by the "Total Communication" approach to learning, and by the care and attention given to students by the adminstration and faculty alike."

"The visit to the oral program at --- High School was, by contrast, both disappointing and rather depressing. Students were not treated as young adults nor were their strengths recognized or reinforced."

"Both of these site visits, however, were invaluable in terms of the whole STAR project. They provided an opportunity to see the theory in practice. Much of what we had read or learned about in the inservice sessions "hit home" as a result of the visits."

TEACHING APPLICATIONS:

"I taught a small group of deaf and hearing impaired students on December 5th. It was an experience that illuminated many of the things Carol and Loreen have been telling us for the last weeks. Handing out information while talking was an old and very difficult habit to confront. Talking to students who were not looking at me was disconcerting. I felt frustrated at my lack of ability to explain concepts in any but a verbal way."

"I intend to do several things differently in my classroom as a result of the Star project:
1.I will make even greater efforts to make deaf and hearing impaired students feel a part of the "community" that I try to create in each of my classes.
2. I will vary my presentatin of material to include more visual and kinesthetic activities.
3. I will be more tolerant of "second language" difficulties among deaf and hearing impaired students.
4. I will work even more closely with the Roosevelt Center in order to assure a higher success rate among these students. "

Grant No.: 89-0015

9. WHAT ASPECT OF SESSION ONE WAS MOST USEFUL OR HELPFUL?

a) Beginning to learn that deafness is more than just not hearing. Began to view it as a whole different culture.

b) Introduction to varities of sign language problems for deaf child with hearing mother, early education, remarkable experiences of failure, helplessness in school.

c) Lecture on communication systems and educational schools- This provided an excellent background of information to attack all the new learning (in this and future sessions) to !

d) Carol's concern for people.

10. WHAT ASPECT OF SESSION TWO WAS MOST USEFUL OR HELPFUL?

a) Very helpful to learn about deaf culture and begin to try to view the world from the perspective of a deaf person.

b) Loreen's presentation of deaf culture was outstanding and was the video. Escepially how the deaf see the hearing.

c) Loreen's presentation on the deaf culture- her insights and perspective were invaluable.

d) Realizing how little I know about the deaf "culture".

11. WHAT ASPECTS OF SESSION THREE WAS MOST USEFUL OR HELPFUL?

a) Learning more about modifications that can be made to teach the deaf in mainstream classrooms and learning VMS (visual, motor, spatial).

b) Specific suggestions and demonstrations of instructional modifications.

c) Language problems of deaf students (including the test)- I have developed a much greater understanding of deaf students' language difficulties.

d) Loreen's personal comments

12. WHAT ASPECT OF SESSION FOUR WAS MOST USEFUL OR HELPFUL?

a) Being deaf and experiencing the frustration, if only for a short time- still, I gain some empathy.

b) Realization that notetaking is actually a profession and now it is extremely valuable. The "experience" of being deaf.

c) Clarification of interpreter and notetaker roles plus the experience of not being able to hear. That "brought home" a lot of what we have been talking about.

d) The role of the interpreter and notetaker was ? out.

13. WHAT PART OF THE SESSIONS WOULD YOU HAVE LIKED TO CHANGE, EXPAND, OR SHORTEN? (PLEASE BE SPECIFIC IF YOU CAN.)

a) I think we should have had an apportunity to present mine- lessons for one another in the group in order to practice some of the techniques.

b) Demonstration of instructional modifications given by the deaf- as in session two.

c) The sessions were beautifully organized- I suppose I would have preferred less lecture (although we needed the information) and more activity - but that shows my bias!

d) Think I would keep it the same.

14) ANY OTHER COMMENTS

a) A great program + a fun + very informative + rewarding experience.

b) I learned more in these sessions and from the excellent readings than I have learned in many years. Thank you Carol and Loreen and your wonderful staff.

c) Thank you for allowing me to participate!!! This has been one of the best learning experiences I had had in many years. I very much appreciate all the hard work that went into the organization of the project and the excellent workshop sessions.

d) 1. The sessions should start on time.
2. The room is cold.
3. The 4 to 8 time period is poor.
I am tired.
A time during the day might be better.

* Teach a few basic ASL signs so we can start some simple communication.

The Chancellor's Office,
California Community Colleges
and
North Orange County
Community College District
Final Report

Grant No.: 89-0015

December 7, 1989

FACULTY EVALUATION
STAR PROJECT
LUCINDA ALIBRANDI, PhD
DIRECTOR,HUMAN SERVICES

The STAR Project has added significantly to my appreciation for the challenges facing the deaf and hearing impaired student. Since I had a deaf playmate as a child, and since I myself was hearing impaired from the ages of two to four (until my tonsils were removed), I believed that I was very aware of the difficulties caused by deafness. Not true.

It was amazing to discover that children who are born deaf struggle so hard with communication methods designed by the hearing world--SEE, oral methods, and English, and, when they are given the opportunity to learn to communicate with a method developed by the deaf world, ASL, learning occurs rapidly and effectively. It is a phenomenon I encounter often in the helping professions: "Here's how we will help you. Here's what you need," with little or no thought about the needs and desires of the person being "helped."

The most appealing aspect of the STAR Project was the energy, enthusiasm, dedication and commitment of Carol, Loreen, and Lorna. Their careful preparation and thoughtfulness made each session extremely valuable. The reading material was informative and, in some cases, overwhelming. Not the amount of reading, but the revelation of our lack of sensitivity and awareness in the hearing world.

The presentation by Loreen was fascinating and humbling. I know that I can not begin to imagine the effort, the frustration, feelings of isolation, anger, helplessness, and, once in a while, triumph that have accompanied her journey. I sincerely hope she will continue her efforts to enlighten those of us who are so painfully ignorant about the problems for the deaf.

The video was outstanding. I was again overwhelmed by the awareness of how many things in the hearing world are irrelevant to a deaf person. And how insensitive we are, especially in education, to the special needs in communication.

I taught a small group of deaf and hearing impaired students on December 5th. It was an experience that illuminated many of the things Carol and Loreen have been telling us for the last weeks. Handing out information while talking was an old and very difficult habit to confront. Talking to students who were not looking at me was disconcerting. I felt frustrated at my lack of ability to explain concepts in any but a verbal way.

During our visit to University High School in Irvine it became apparent that the deaf and hearing impaired students are pampered and nursed in what may be a disabling way. By the time they get to college they may not be well prepared for the demands of self-sufficiency.

All in all, the STAR Project was very valuable to me. I learned methods of instructional modification, as well as my own limitations in dealing with a special population. I plan to talk with the Human Services faculty at length about the importance of translators and notetakers, about their roles in the classroom, and about the special needs of the deaf and hearing impaired. I am proud and deeply touched to be a part of a college system that is so sensitive to the needs of a very special population.

The Chancellor's Office,
California Community Colleges
and
North Orange County
Community College District
Final Report
15-JAN-90

Grant No.: 89-0015

STAR PROJECT REPORT
Malcolm C. Bruce

CAN I CATCH UP?

Hearing impaired, deaf, no matter what you call it I have not heard a single sound since birth. What is sound anyway? The only thing I hear, now and then, is some 'buzzing' in my head. I do not like this and sometimes it makes me feel like I want to run away from it all, but I can not. I will not hear a single sound for my entire life.

I will go on the best I can. But what does that mean?

I don't even know! My language development my thinking process have been cut off right from the day I was born, right from the start. How can I think about and deal with my emotions, desires and plot my path for life? I can not even think about myself. Some people may tell you thinking is inherently part of you from birth, but I can tell you some of that may be true, but I must have language skills to think clearly.

My parents are so stressed out. My family is so stressed out. It is pulling everybody apart. They can not even bring themselves to realize that I can not hear. It is like they feel so guilty for bringing me into the world, and that they feel something is wrong with them. They keep saying every thing will be ok as soon as I can talk. Talk, I don't want to talk, I want to communicate in the best way possible for me and my future life. They don't know what to do. I don't know what to do. Will I ever catch up?

I must communicate with other people, but I don't even know what that means, I can not think like hearing people. I am in a very different world and it is controlled by hearing people and they all have different ideas on what is best for me. So my different world is one big mess.

I am locked out of so many growing up experiences. Thing that are so critical for the rest of my life. My parents tried to help but they didn't know what to do. They didn't have much money and just to try something simple that might or might not work costs a lot. A little pigeon sign language, a new school every few months and sometime I am away from my family, lets work with a mirror and try to talk, how about some sign language. But the talking didn't work. The sign language seemed ok, but there were many people with different ideas of which sign language to use. My mother tried to learn some sign language and this helped a lot, so I could communicate at home. The rest of the family didn't learn any and I always had to go through my mother. There were some other deaf children around but I only saw them occasionally. So I was alone not learning, not thinking, just existing for a long,long time.

The society tried to put me in the schools for normal hearing people. Wow, was that a downer. I couldn't follow the teacher. You would think the teacher would write more things on the board, use some colored chalk, use some hand motions, no they just stand up there and talk and talk. I had an interpreter and a note-taker, that helped a bit, but I couldn't keep up with the other students. My communication skills were bad, I couldn't read very well, I don't think like the other students. The other students thought me strange, and since we couldn't communicate we never got to know each other much at all. It was very lonely. I am part of another world, a different culture, a different way of doing things, but still controlled by the hearing world. I need to know how to get along in the hearing world as well as my own, but the hearing world doesn't think to teach us these things like responsibility, job skills and things we need to know to be out in this world on our own. It is like normal education will do it all, they will be taking care of us for the rest of out lives. I do not want that!

I have just met some new hearing impaired friends, they have deaf parents. They know a sign language called ASL. They are communicating with each other and having fun. Maybe if I learned ASL I could communicate with these people, and then learn to read and write in the hearings world language at a later time. Is this ASL really the best way to communicate for me now and in the future? I don't know but it seems like it is the communication language of the deaf community, even though the hearing world does not seem to think it is the best. Well, I will give it a try and look into other ways to communicate for myself and for the future hearing impaired. But I have missed so much.

Will I ever catch up? Some of us will and some of us won't. But whether I do or don't I am a person who always has people of similar backgrounds in the deaf culture. I think I can be happy there, I hope so. But, I want to be accepted in the hearing world also. I must keep pushing on, I must keep learning, life is hard, but it is hard for the hearing, too.

The above was just in my mind so I put it down on paper. I'll now go on and briefly answer your 7 points.

A) It was spread over a long time period, not just a one day seminar. There were many different aspects headed up by different people.

B) Do not think it will have a major impact. Nothing ever seems to come out of these seminars that is major, just little things. But will do more board work, use colored chalk, and make things as simple as I can.

C) It was just as positive as teaching hearing students. A big challenge for me is how to get information across to other people. It doesn't seem to matter whether the people are deaf, hearing or do not speak much English.

D) Good part of the project! Especially liked the Riverside trip. The students were in their own element, and I saw lots of hope for the future, not only for the students but a place to try some new things. New technology and teaching techniques, but must get students and graduates involved with their ideas.

E) Yes. Will try harder to make things very simple.

F) Good but need more.

G) 1. There are so many unknowns and different approaches to helping the hearing impaired. Things are not clear and this does not help anybody!
2. The lack of hearing a spoken language at a very young age severely limits a person for their entire life.
3. As soon as a child is diagnosed with a hearing impairment a sign language (ASL for now) should be taught right away. The reading and writing of English can start later.
4. The current technology - much more can be done with currently available technology!

For the next seminar, would suggest the teaching of a few basic signs in ASL, so we can start to do a little communication.

The Chancellor's Office,
California Community Colleges
and
North Orange County
Community College District
Final Report

Grant No.: 89-0015

Susan R. Britton
January 22, 1990

RESPONSE TO THE STAR PROJECT

Content

The inservice sessions of the STAR project provided for me one of the more significant learning opportunities I have had in a very long time. This was due in part to my knowledge deficit in the area of education of the deaf and hearing impaired; I couldn't help but learn a great deal! However, the tremendous value of the learning experience was due in much greater part to the organization, presentation, and depth of the content.

There were so many aspects of the inservice sessions that were valuable that it is difficult to pinpoint any one particular area that was most beneficial. However, I think I gained the most from the evening we spent exploring the deaf culture. An understanding of their "cultural diversity" will greatly assist me in dealing with individual students in my classroom.

I intend to do several things differently in my classroom as a result of the STAR project:

1. I will make even greater efforts to make deaf and hearing impaired students feel a part of the "community" that I try to create in each of my classes.

2. I will vary my presentation of material to include more visual and kinesthetic activities.

3. I will be more tolerant of "second language" difficulties among deaf and hearing impaired students.

4. I will work even more closely with the Roosevelt Center in order to assure a higher success rate among these students.

Site Visitations

There is no doubt that the site visit to the Riverside School for the Deaf had the greatest impact on me. I was struck by the sense of community, by the excellence of the teaching staff, by the "total communication" approach to learning, and by the care and attention given to students by the adminstration and faculty alike.

The visit to the oral program at Rancho Alamitos High School was, by contrast, both disappointing and rather depressing. Students were not treated as young adults nor were their strengths recognized or reinforced.

Both of these site visits, however, were invaluable in terms of the whole STAR project. They provided an opportunity to see the theory in practice. Much of what we had read or learned about in the inservice sessions "hit home" as a result of the visits.

General Impressions

From this participant's point of view, the STAR Project was/is a tremendous success. It was faculty inservice at its best, and should be viewed as a model for future programs. I am very glad that I was selected to be a participant in such a worthwhile program.

The project leader and her staff were excellent. Their dedication to the project was evident, and their individual expertise was invaluable. Each of them is to be commended for a high degree of professionalism.

It is my hope that other members of the faculty at Cypress College will have the opportunity to participate in this type of inservice project in the future. Their teaching could not help but be improved, their understanding of students deepened, and their own lives enriched. I believe that all of these things have happened to me.

RECOMMENDATIONS:

Although the scope of this research is limited it appears from the results that hearing impaired students who are provided with an extended transition period in which their is a high level of structure which is slowly reduced are better able to to develop the ability to function in the less structured, self-monitoring environment of college. By extending the transition process into two semesters of college, the potential for retention and academic success seems to be greatly increased [Areson & Decaro, 1981; Hawkins, 1980]

Given the cost of implementing the methods tested in this research are not small, most colleges utilizing existing instructors and staff could potentially afford to institute them. Indeed if course repetion was significantly reduced longitudentally the cost effectiveness of providing support services to a student for one successful attempt at a course could be administratively prudent.